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ABSTRACT

The Volunteer's Manual of "Methodology for Teachers" was written to (1) provide Peace Corps/Korea TESOL volunteers with a simple, complete guide to methodology for teaching English in Korea; and (2) provide these volunteers with a simple, complete guide for teaching this methodology to Korean English teachers in inservice training programs. For these programs the volunteers use the Volunteer's Manual (written in English) and the Korean English teachers use the Teacher's Manual (written in Korean). The Volunteer's Manual is divided into nine Units: Introduction, Pattern Practice, Utterance/Response, Dialogue, Reading, Visuals, Sounds, Testing, and Writing and Homework. The Introduction contains a set of exercises that the volunteers can use to explain to the Korean English teachers the objectives of the inservice training program and to explain how the teachers will study methodology during the program. The other Units contain one "Process" each, i.e., one approach for teaching a pattern practice, utterance/response, dialogue, etc. Each Unit contains a set of "Suggested Activities," a step-by-step approach for teaching the appropriate Process to the teachers. Finally, each Unit contains a "Rationale" and a "Notes" section. The Rationale introduces the Unit and the Notes section gives more detailed information about the Process in the Unit. (Author/CLK)

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Methodology for Teachers

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I hear and I forget.

I see and I remember.

I do and I understand.

FOREWORD

Once upon a time there was a not-so-wise king. He was basically a kind man, however, with the best of intentions and his people were fat enough and content.

One day he got an urgent message from his cousin, who was king in a not-so-fat land, insisting that his people were starving and begging for help.

The king, who was very agriculturally minded, immediately collected some 10 bushels of corn seeds and sent them to his cousin with a note explaining the method for planting and harvesting them.

However, only a few months went by before the king received another desperate plea for help from the same cousin.

Puzzled that all the crops should have failed so soon, the king sent 15 more bushels to help his needy cousin.

Six more months passed, and again the same kind of pitiful note came into his hands.

The king then assumed that the earth in his cousin's land was not fertile enough to nourish the tender sprouts of corn. So this time, instead of corn, he sent 30 bushels of manure, along with the proper instructions.

It seemed like only a few days until an angry message came to the not-so-wise king, which claimed that the people had been insulted, abused and humiliated and were from that moment on canceling all relations with his country.

The king was extremely perplexed and at once sent a faithful servant to find out the cause of such ingratitude.

The servant came back within a week and explained to the king that his cousin, who could not read in the king's language, had been giving the bushels to the people not to "plant" but to "eat."

The moral of this fable is that it is one thing to give "seeds" to someone, but it is another thing to see that they get "planted."

The original Methodology for Teachers (December 1974) was an attempt to help Peace Corps volunteers more effectively transfer their teaching skills to their Korean counterparts.

Its introduction stated:

> "Methodology for Teachers offers a series of craftily devised activities through which the teacher progressively takes control of his own learning situation, armed with the truest techniques of modern TESOL. Meanwhile the volunteer modestly steps to the rear, having subtly performed the service of subversive, trickster, guru, and master showman. And, God willing, perhaps some of the practice gleaned therein will wear in the middle and high school classroom as well."

This revision of Methodology for Teachers holds that same ideal but with a number of changes. Based on suggestions made by PCV's after using the original Methodology for Teachers (MFT) the following changes have been made:

1. There are now two MFT texts - the Teacher's Manual and and the Volunteer's Manual. The Teacher's Manual, written in Korean, is a guide to methodology for Middle School English I, II, and III. The Volunteer's Manual, written in English, is a guide for volunteers in teaching the Teacher's Manual to Korean English teachers. The Teacher's Manual has everything that the Volunteer's Manual has, except the Suggested Activities.

2. The Suggested Activities have been detailed to where they can now be regarded as a "lesson plan" for the PCV, thereby reducing his preparation time.

3. Efforts have been made to clarify what the teachers and students are doing in the steps of the Processes, and what the PCV's and teachers are doing in the Suggested Activities. For example, words like "reconstruct" and "understand" have been replaced with more behavioral terms like "repeat" and "point."

   This revision also includes the suggested time (based on the authors' experiences) to be spent on each step of the Processes. These times appear in parentheses by each step. The average time to be spent on a particular lesson appears in Note #9 in Unit II.

4. While the original MFT suggested general methodology for language teaching, this edition suggests methodology specific to Middle School English I, II and III.

5. To insure the validity of this methodology, it was tested in middle school classroom before the book was written.

6. To help the PCV explain to teachers the rationale for teaching them methodology, the Introduction (Unit I) with Suggested Activities has been included.

7. Considering the difficulty of finding and training a "session leader" (introduced in the original MFT), the Suggested Activities have been written so that a session leader is unnecessary. However, the idea is still in tact that the PCV whenever possible uses a Korean English teacher to help him teach the methodology in this text. For example, see how the session leader is used in Unit VIII (Process #8).

This revision has also taken into account Korean teachers' major concerns with teaching:

1. Teachers are under pressure to prepare students for examinations. This revised MFT has therefore included in the "Notes" sections of each Unit, how the suggested Processes will help prepare students for exams.

2. Teachers are busy and concerned with finishing the book. Based on the authors' experiences in using the Processes in this revision, a careful time schedule (Note #9, Unit II) has been worked out to show that use of the Processes will allow the teacher plenty of time to complete the text.

3. As teachers never seem to have enough time to lesson plan, prepare materials, visuals, etc., the Processes have been designed as a lesson plan that can be plugged into the appropriate section of Middle School English. Visuals and materials have been limited to those the teacher can find in his classroom.

4. The teachers usually prefer to teach the sections of the lesson in the order they appear in the textbook. Therefore the Processes are designed to be used in that order. There is, however, no Process for the "Highlight" section. This will show the teachers that the beginning of the lesson is the pattern practice section, not the Highlight.

5. The teachers' lack of English fluency as non-native speakers and their propensity to translate and explain grammar resulted in Processes which made the best use of the teachers' ability to speak Korean and explain grammar.

6. Many teachers are hesitant to try techniques which require much creativity and innovation. The Processes, therefore, while still allowing for and encouraging innovation, represent the basics of language teaching.

7. Teachers' concerns (and students' problems) with reading has led to the inclusion of reading practice in almost every Process.

FOREWORD

SUGGESTIONS TO THE PCV

1. The PCV can get a quick overview of MFT by reading the Process Summaries and Suggested Activity Summaries in each Unit. It will be helpful to make particular note of Unit II, for it lays the foundation for many of the skills the teachers will need for other Processes.

2. It is quite difficult to suggest the time required to teach the entire MFT. The time will depend on the number of teachers in a class, the length of the workshop, and the amount of time the PCV plans to spend on English for Teachers. In a 60-hour workshop, however, it should be possible to complete at least Units I through V. This will allow time for both practice of the Processes and supplementary work with English for Teachers.

3. Before the workshop begins, the PCV should read the Introduction and Suggested Activities in Unit I. Before proceeding on to Unit II with the teachers, the PCV should have a chance to try Process #1 with an actual middle school class. If this is impossible, the PCV can try the Process with a Korean friend or another PCV. It is most important that the PCV know each Process well before attempting to teach it to other teachers.

4. The Suggested Activities in each Unit can be regarded as a lesson plan for the PCV. After reading them carefully before class and making the necessary preparations, he may want to bring them to class for reference.

5. There are many references in the Notes in the Units that show the teachers how the Processes can help students prepare for examinations. The PCV can make this point even more effectively if he can procure a copy of a high school entrance exam from a third-year middle school teacher or another source. (For example, see Note #5, Unit III.)

SUGGESTIONS TO THE PCV (continued)

6. References in MFT to "Finocchiaro" are to The Foreign Language Learner: A Guide for Teachers, Mary Finocchiaro and Michael Bonomo, Regents, 1973.

7. MFT provides the content and basic procedures for teaching methodology. It does not, however, provide suggestions for how to deal with difficult situations during the workshop where only the PCV's tact, composure, patience, and understanding can produce solutions.

SUGGESTIONS TO THE WORKSHOP COORDINATOR

The following suggestions are for the Workshop Coordinator who organizes and conducts vacation workshop in cooperation with the English Supervisor at the board of education. The following preparations should be done in advance so that they can be implemented successfully during the workshops.

1. Arrange for a demonstration of Process #4. See Unit V, Activity #4.

2. See that there are a number of copies of Middle School English available for PCV's to use during their classes. The Workshop Coordinator may want to ask participating PCV's to bring as many books as they have or can borrow. The books can then be kept together in one place at the workshop. See Unit V, Activity #7 and Unit VI, Activity #17

3. If there is a large number of high school English teachers in the workshop, they might be placed in separate classes where their needs could be more specifically met. For example, they could be given more practice in communication skills than in methodology. For methodology, they could study Units in MFT that are more applicable to their particular situations: dialogues, reading and testing.

4. Arrange for daily meetings of participating PCV's to work on teaching problems and solutions.

FOREWORD

ACKNOWLEDGEMENTS

This book was written with the help of many people. Peace Corps volunteers, in their requests and suggestions for appropriate materials for coteaching and workshops, influenced the basic design of MFT. Korean English teachers who studied the original MFT in workshops made useful recommendations for improving it.

We would also like to thank Bill Thompson and Paul Hoff for the artwork and cover design. The hard work of translating the Volunteer's Manual into Korean for the Teacher's Manual was done by Ms. Kang, Il Son. Finally, a special word of gratitude must be given to Ms. Kim, Joung Sook for her typing of the manuscripts.

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UNIT I

INTRODUCTION

RATIONALE

Before the teachers can begin to master any of the Processes in Methodology for Teachers, they should be given an overview of what Methodology for Teachers is and how it will be used in the workshop. There is no Process in this Unit, since no specific teaching technique will be studied. The Suggested Activities in this Unit are designed to accomplish the following:

a. create a need on the part of the teachers to study methodology
b. show the teachers that the goal of this workshop is to upgrade both the teachers' methodology skills and their English skills
c. show the teachers how they will learn methodology and English
d. give the teachers an overview of the format of Methodology for Teachers

SUGGESTED ACTIVITIES SUMMARY

During the following Suggested Activities, the teachers will:

a. list skills needed by an English teacher
b. list problems that an English teacher has
c. read Notes from Unit I in the Teacher's Manual

For the following Suggested Activities, the PCV should read carefully the Activities and Notes in this Unit.

UNIT I

INTORDUCTION

SUGGESTED ACTIVITIES

1. PCV draws a stick figure on the blackboard. He says or writes:
   "This is Mr. Kim."
   "He wants to be an English teacher."
   "What must he learn?"

   The PCV writes the number "1" on the board and waits for a response. The teachers' responses should center around the following:
   1) how to speak, read, and write English
   2) how to teach (English teaching methods)
   3) American customs, etc.

   It is expected that above all, the teachers will insist that English abilities are the most important. After the PCV has listed the responses and they have talked about them, PCV directs the teachers to read Note #1 in Unit I of the Teacher's Manual.

2. After teachers read the story, PCV asks them, "What do you think Mr. Kim did wrong?" "Why did the students fail the tests?" Of course the answer to this riddle is that while Mr. Kim spoke fluently, he never developed teaching methods. This activity therefore makes the point that a good teacher must be skilled in both English and teaching methodology. If teachers do not give this answer, PCV elicits it from them and writes on the board: "He didn't know how to teach."

3. PCV says, "Let's list on the board problems that Korean English teachers have." For example, he has the problem of time." PCV writes this on the board.

   Problems in Teaching English
   1) time

   PCV lists other teachers' responses. If they can't think fast enough, PCV can elicit the responses by saying, "How about exams? Is that a problem?" Teachers say "Yes," and PCV writes "exams" on the board. When he finishes, the board may look like this:
   1) time
   2) exams
   3) large number of students

UNIT I

INTRODUCTION

SUGGESTED ACTIVITIES (continued)

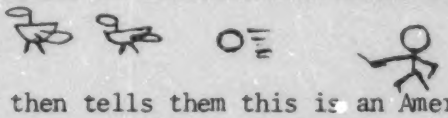
3. (continued)

4) how to use textbooks
5) poor students
6) size of classroom
7) discipline (students' unattentiveness)
8) lack of fluency in English

PCV then asks teachers, "Which of these problems are solved by speaking English well?" If teachers don't understand the question, he writes it on the board. They can say only #8. Then he asks,"Which of these problems do good teaching methods solve?" (i.e., #1-#7).
PCV makes the concluding statement, "A good teacher must be skilled in both English and teaching methodology."

PCV introduces the goal of Methodology for Teachers by writing on the blackboard: "Let's kill two birds with one stone."

a. PCV asks teachers if they understand all the words.
b. PCV draws an illustration on the board:



c. PCV then tells them this is an American proverb.
Writes "proverb" on the board.
He asks them, "What do you think it means? What is its meaning?"
If there is no response, PCV gives an example.
Mr. Lee wants to meet Miss Kim. Miss Kim is a madam in the Cheil Tearoom. He also wants to meet his friend Mr. Park on the same day. Therefore he kills two birds with one stone. He meets Mr. Kim in the Cheil Tearoom.
PCV may ask for other examples of the proverb.
d. PCV says, "In this workshop how can we kill two birds with one stone?"
Teachers will probably not know how to answer, so PCV writes: "By learning methods while studying English."
PCV says, "This workshop is the stone," and writes "workshop" under the stone in the picture. "What are the two birds?"
Teachers say (or PCV suggests) something like "learning English" and "learning methods."
PCV writes them under the two birds.

UNIT I

INTRODUCTION

SUGGESTED ACTIVITIES (continued)

5. PCV refers teachers to Note #2 in Unit I of Teacher's Manual. After teachers read this they may have questions but not know how to verbalize them, so PCV writes numbers 1-4 on the blackboard and explains to teachers they will verbalize in English the four steps in the Note. They may look something like this:
   1) Discussion
   2) Observation
   3) Practice with each other
   4) Practice with students

   If teachers ask how some of these things are going to be done, PCV clarifies briefly.

6. PCV directs teachers to read Note #3. After teachers read, PCV asks them, "Does this book teach the best way to teach? Are these methods the only way to teach?" Teachers should respond "No."

NOTES

1. Mr. Kim's Problem

When Kim Tae Sung was a middle school student, he wanted to be an English teacher. He wanted to be a good English teacher, so he studied English very hard. He made good scores on all the English tests. He studied English tapes and records. He read many English books. He could speak English very well. After graduating from college, he was able to go to America and study in a university. He studied in America for two years.

Then he said, "Now I can be a good English teacher of Korean students because I can speak English like a native speaker."

He returned to Korea and began teaching in Chon Nam Middle School in Kwangju. The students were very smart. But after teaching for one month, none of Mr. Kim's students did well on their English tests. Mr. Kim was very unhappy and said, "What did I do wrong?"

Can you guess? What did Mr. Kim do wrong?

NOTES (continued)

2. The ultimate goal of Methodology for Teachers in this workshop is to "kill two birds with one stone" (A similar proverb in Korean is " 일석이조 ."): upgrading the level of methodology while at the same time upgrading the level of English communication skills.

   How is this going to be done?
   During the classes in this workshop, teachers will be able to learn English and methodology by:

   1) having discussions about methodology in English (and sometimes Korean)
   2) observing how the PCV teaches from English for Teachers
   3) practicing methodology by actually teaching fellow teachers in the workshop ("peer teaching")
   4) practicing methodology in classes of Korean students.

3. Methodology for Teachers was developed as a guide to methodology appropriate for each section of Middle School English I, II and III. High school teachers, however, also teach reading, writing, pronunciation, and intonation. They also write and administer examinations. Therefore, by referring to the appropriate sections of this text, high school teachers can find information applicable to their own specific situations.

   This book was written with Korean teachers in mind. The suggested methodology takes into account non-native speakers, busy schedules, and large classes. The methods in this text include techniques now in use by some Korean English teachers and PCV's teaching in Korean middle schools. During the writing of this text, the methodology was tested carefully and found applicable in typical Korean classroom situations.

   The methodology in this text should not be regarded as the only way to teach. It is intended to be a foundation upon which innovation and creativity will result in the development of better teaching methodology.

NOTES (continued)

3. (continued)

The table of contents lists the topics of each Unit. The most important part of each Unit is the "Process." The Process is a suggested approach for teaching from a particular section of Middle School English. For example, Process #3 in Unit IV is intended to be used each time the teacher teaches from the dialogue section. The final section of each Unit ("Notes") further explains and justifies the steps in the Process.

UNIT II

PATTERN PRACTICE

RATIONALE

The pattern practice section of Middle School English is the students' only opportunity to see a pattern with its appropriate substitutions in isolation. This section is the foundation for the whole lesson; if the students can produce orally, read, write and translate the patterns in this section, the students can learn the remainder of the lesson more easily.

While the new words and structures for the lesson are shown first in the "Highlight," it is recommended that in all cases new words and structures be dealt with as they appear in the various parts of the lesson. Teaching, therefore, begins in the pattern practice section.

The following Process is designed to be used with each pattern and its substitutions in the pattern practice section.

Process #1 Summary

1. Teacher draws blanks for the pattern on the board.
2. Teacher translates pattern. Students fill in blanks.
3. Teacher explains pattern. Students copy in notebooks.
4. Teacher conducts repetition and substitution drills.
5. Students read pattern and substitutions.
6. Teacher conducts "rapid translation drill."
7. Teacher gives written transformation exercises as homework.

UNIT II

PATTERN PRACTICE

Process #1

Middle School English II, Lesson 8, Pattern Practice

He was studying when his friend came.
reading
working
writing
writing a letter
playing baseball

1. Preparation
Teacher draws blanks on the blackboard for each word in the sentence pattern. (time: ½ min.)

___ ___ ___ ___ ___ ___ ___

2. Elicitation
Teacher gives Korean translation of the pattern.

그가 공부하고 있는데 친구가 왔다. (new structure: 2 min.) (review : 1 min.)

Students fill in as many blanks as possible.

He ___ studying ___ his friend came.

Teacher fills in remaining words and begins explanation.

3. Grammar Explanation
Note: If this pattern is not new, grammar explanation should be brief.

a. Teacher may use example, refer to learned patterns, show contrasts.
Students then ask questions.
(new structure: 15 min.)

b. Students copy off the board. (review : 2 min.)

c. Teacher erases the board.

4. Oral Drill
(For more difficult and longer sentences, teacher may wish to skip step 4 and go on to step 5, possibly returning to step 4 after command of reading has been attained.)

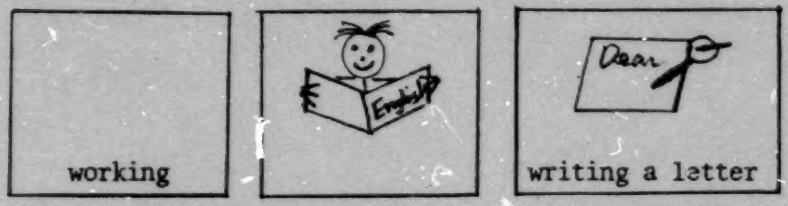
UNIT II

PATTERN PRACTICE

Process #1 (continued)

4. (continued)

a. Teacher looks at drill and writes visual cues (words and/or pictures) on the board for new or potentially difficult words. He points to cue, says the English word. Students repeat once. Teacher translates.



b. Teacher reads all sentences in drill. Students translate sentence by sentence. To help students translate, teacher constantly refers to written and visual cues on board.

c. Repetition. Teacher models first sentence. He says, "Listen," and says the main sentence two or three times. "He was studying when his friend came."
Teacher says, "Repeat," and students say main sentence. After repeating two or three times teacher goes to small groups, then goes to individuals.

d. Substitution. Teacher explains he will say "studying" and students will say, "He was studying when his friend came."
Teacher says each word with class following.
Teacher : "Reading."
Students: "He was reading when his friend came."

If students have difficulty with a word or phrase, teacher drills this, going from the group to individuals. During this Process, teacher is constantly referring to cues on the blackboard. (5 min.)

UNIT II

PATTERN PRACTICE

Process #1 (continued)

5. Reading

   a. Teacher writes the sentence and substitutions on the blackboard.

   b. Students summarize new structure in Korean.

   c. This time teacher substitutes by pointing to the written words instead of saying them. As before, teacher practices first with the entire class, then small groups, then individuals. (3 min.)

6. Rapid Translation

   Students open their books. Teacher gives Korean equivalent for the sentences chosen randomly and students read the English sentences aloud. (1 min.)

   그가 공부하고 있는데 친구가 왔다.

   Students: He was writing when his friend came.

7. Writing
   Teacher gives transformation drill on new structure as homework.

   He was studying when his friend came.

   Change to negative : He wasn't studying when his friend came.
   Interrogative : "Was he studying when his friend came?"
   etc.

UNIT II

PATTERN PRACTICE

SUGGESTED ACTIVITIES SUMMARY

During the following activities the teachers will:

a. read and discuss Process #1
b. practice step 4 only on Process #1
c. practice drawing stick figures
d. practice entire Process #1
e. use Process #1 in teaching each other from English for Teachers.

For the following activities, the PCV will need to prepare:

a. pattern practice from Middle School English
b. examples of words and phrases for stick figure practice (Activity #11)
c. patterns with appropriate substitutions from English for Teachers.

SUGGESTED ACTIVITIES

1. PCV opens Middle School English to the pattern practice section and asks the teachers, "Why is this section in the lesson?" If the teachers respond, the PCV writes their responses on the board.

2. PCV asks the teachers to turn to the Rationale for Unit II in the Teacher's Manual. After the teachers read only the Rationale the PCV asks again, "Why is this section in the lesson?" The PCV writes the teachers' responses on the board.

3. PCV asks the teachers to read Process #1 in the Teacher's Manual.

UNIT II

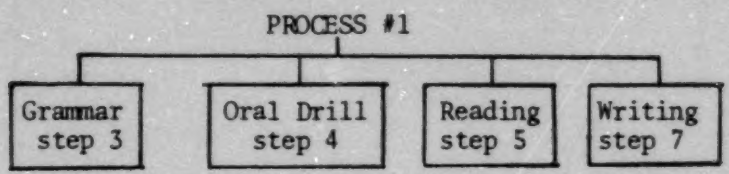
PATTERN PRACTICE

SUGGESTED ACTIVITIES (continued)

4. PCV gives each teacher a different step of Process #1 and asks each teacher to explain in Korean to the other teachers what his step is. He should explain what the teacher and students do in his step of the Process. This activity should help the teachers understand each of the steps more clearly.

   *To help the teachers develop a basic understanding of the Process, PCV should have the teachers read Note #2 and Note #6 in the Teacher's Manual.

5. PCV now draws the diagram below on the blackboard to illustrate that during the next activities the teachers will practice only the oral drill techniques (step 4) in Process #1. Before the teachers can become proficient in using the whole Process, it is most important that they develop competency in oral drill techniques. This prepares the teachers for what they are going to do and further clarifies the idea that they will practice only a part of Process #1 now.



6. Using the sample pattern used in the examples in Process #1, PCV demonstrates step 4 (parts a, b, c, and d). PCV should have the parts of step 4 in outline form on the blackboard, pointing out each part as it is shown to the teachers.

7. Within step 4, repetition and substitution are the most important techniques. PCV now points only to parts c and d in the outline on the board and tells the teachers that they will now practice parts c and d only.

SUGGESTED ACTIVITIES (continued)

8. PCV explains that first he will demonstrate parts c and d again. PCV then writes numbers 1 through 3 on the blackboard, representing the detailed steps of a repetition and substitution drill. PCV now demonstrates the steps, using a pattern unlike the one given in Process #1. This will add some variety.

   *This time PCV avoids the use of visuals. Repetition and substitution are complicated enough for many teachers without the added factor of using visuals. They will be dealt with later.

9. As PCV demonstrates the repetition and substitution drills he elicits from the teachers what was done in each of the three detailed steps. At the end of the demo, the following should appear on the board:

   1) Teacher says, "Listen," and says first sentence of the pattern practice.

   2) Teacher says, "Repeat," says first sentence again and students repeat, first the whole group, then small groups and finally individuals.

   3) Teacher says first substitution word. Students say full sentence, first the whole group, then small groups and finally individuals.

10. Now the teachers are ready to practice repetition and substitution, parts c and d of step 4 in Process #1. PCV should give each teacher a pattern (with appropriate substitutions) prepared from Middle School English. PCV can either choose the first teacher who will practice in front of the group, or he can let the teachers draw their names out of a hat.

    This activity should not take longer than an hour. To use time most efficiently, PCV might want to divide the teachers into two groups so that more than one teacher can practice at a time.

SUGGESTED ACTIVITIES (continued)

10. (continued)

During this activity PCV should pay particular attention to the teachers' ability to work with the whole group, small groups, and individuals. Having the teachers read Note #5 in the Teacher's Manual will help.

Now that the teachers are competent in doing repetition and substitution, they can begin to work with parts a and b of step 4 of Process #1. In the following activities, PCV will be helping the teachers to:

a. introduce vocabulary and patterns with visuals
b. have students translate the sentences in the pattern practice.

11. PCV familiarizes the teachers with the kinds of visuals necessary in part a by first asking the teachers to read Note #3 in the Teacher's Manual. PCV now introduces the term, "stick figure," and demonstrates its meaning by drawing some examples on the board. PCV should emphasize how little time is needed to draw stick figures.

12. PCV gives the teachers words and phrases and asks them to illustrate them with the simplest stick figures possible. Some examples that might be given the teachers:

WORDS	PHRASES
airplane	on the table
sad	watching TV
talking	go to church
love	wants to go

PCV should make this activity as "game-like" as possible by seeing which teacher can draw clear and simple stick figures in the shortest period of time.

UNIT II

PATTERN PRACTICE

SUGGESTED ACTIVITIES (continued)

13. Now the teachers are ready to practice part a of step 4 of Process #1. PCV gives the teachers the following pattern and its substitutions:

I have to study English tonight.
read a book
go to Busan
write a letter

PCV asks the teachers to go to the blackboard and draw stick figures that will illustrate the meanings of the substitution words. PCV then has the teachers practice these substitution words with the class according to part a.

*The practice by the teachers of the relatively easy part b of step 4 can come with Activity #13 or in a separate activity that PCV designs. It can be easily understood and implemented by the teachers.

14. The teacher should now be ready to practice all four parts of step 4 in Process #1. If the teachers have been having problems to this point, PCV might demonstrate the parts before the teachers practice. If everything has been going well, PCV can give a different pattern (with appropriate substitutions) from Middle School English to each teacher and have him practice parts a, b, c, and d of step 4 in front of the whole group.

15. With mastery of step 4 accomplished, the teachers are ready to practice the entire Process #1. To prepare the teachers for this practice PCV can do one or both of the following:

    a. demonstrate entire Process #1 (especially if PCV has not been able to use this Process in regular English classes with the teachers)

    b. have the teachers look at Process #1 in the Teacher's Manual and then verbalize each of the 7 steps in English. These steps should resemble the Process #1 Summary and should be written on the board for reference during the teachers' practice of the Process.

UNIT II

PATTERN PRACTICE

SUGGESTED ACTIVITIES (continued)

16. PCV gives each of the teachers a different pattern (with appropriate substitutions) from Middle School English and has each teacher practice the entire Process #1. PCV can either choose a teacher to start, or the teachers can draw names from a hat.

17. During any discussion or evaluation of the Process by the teachers, PCV reminds them to check the Notes in the Teacher's Manual. These Notes may answer many of their questions and settle many of their concerns.

18. For subsequent sessions with the teachers, PCV prepares patterns and substitutions from English for Teachers and has the teachers teach each other using Process #1.

NOTES

1. Considering Korean students and their particular needs in learning English, oral skills are not the only focus of attention in Process #1. Reading, writing, and translation skills are also developed.

2. Steps 1 and 2 in Process #1 may seem bizarre, but are useful for:
   a. seeing how much the students know
   b. showing the students how much they know
   c. focusing the students' attention a few words at a time on the new pattern
   d. actively involving the students by arousing their curiosity from the beginning

3. Visuals are included in step 4 to:
   a. create interest
   b. give a convenient and constant reference for meaning
   c. facilitate the learning of vocabulary and patterns

UNIT II

PATTERN PRACTICE

NOTES (continued)

4. Reading practice comes late in Process #1 and books are kept closed during most of the Process since the pattern practice section is designed primarily for aural/oral skill development.

5. Individuals are called on frequently during the Process in order to:

   a. keep students attentive
   b. check the progress of the class based on a few individuals
   c. allow students to learn from the mistakes and successes of others

6. Use of this Process in class will help students solve the following kinds of examination problems:

a. translation	(steps 2, 3, 4, & 6)
b. intonation/pronunciation	(steps 4 & 5)
c. transformation	(steps 3 & 7)
d. fill-in-the-blanks	(step 2)

7. The Rationale says that "Teaching begins in the pattern practice section." Extensive teaching from the Highlight is a waste of time since students cannot absorb so much new material at one sitting. The Highlight is useful, however, in the following ways:

   a. It is a guide for the teachers to what is new in the lesson. In each section of the book, to determine what is new, the teacher can refer to the Highlight.
   b. It is a guide for the students in looking for new words and structures in the various sections of the lesson.
   c. It is a guide for both students and teachers in reviewing words and structures studied in the lesson.

   Teaching will greatly improve when teachers begin to introduce new words and structures gradually throughout the lesson, rather than at one time in the Highlight.

UNIT II

PATTERN PRACTICE

NOTES (continued)

8. Mastery of Process #1 will take time and patience. The Process, however, (like the pattern practice section) is a foundation. Success with subsequent Processes is dependent on familiarization and facility with Process #1.

9. NOTE ON TIME

The time recommended is very flexible. Some pattern practices may require more or less time than others. Observe that on timing, two categories of pattern practices have been made: "new structures" and "review."

For lesson planning, the time may be figured this way:

In the textbook each lesson has an average of 5 pattern practices. Usually two of those are new structures and three are reviews.

New structure...26.5 min. Review...12.5 min.

x 2(pattern practices) x 3(pattern practices)

53.0 min. 37.5 min.

53.0 min.
+ 37.5 min.
A total of 90.5 min. (two 45-minute class hours) are required for the pattern practice section.

UNIT II

PATTERN PRACTICE

NOTES (continued)

9. NOTE ON TIME (continued)

The following chart shows the number of class hours required for use of the Processes for an entire lesson of Middle School English. (Refer to each Process in the Units for the number of minutes suggested for each step of the Processes)

Recommended Time for Each Section of a Lesson	
Class Hour (45 min.)	Section of Middle School English
1st	Pattern Practice
2nd	Pattern Practice
3rd	Utterance/Responses (30 min.) Introduce Dialogue (15 min.)
4th	Dialogue (30 min.) Introduce Reading(15 min.)
5th	Reading
6th	Reading Situation (20 min.)
7th	Sounds (10 min.) Exercises (20 min.)
6½ hours	Average time needed for one lesson in Middle School English

NOTES (continued)

9. NOTE ON TIME (continued)

The following shows the time needed to use the Processes throughout a typical school year.

March-July 4½ mo. 18 weeks
Sep. -Dec. 3½ mo. +14 weeks
32 weeks of teaching time available

The Processes will require a total of 117 class hours:

18 lessons
x 6.5 class hours
117 class hours

For schools that have English five times a week, a total of 160 hours of study are available.

32 weeks
x 5 hours
160 available hours

160 available hours
- 117 necessary hours to teach the book
43 hours left over for testing preparation (UNIT VIII), writing and homework (UNIT IX), interruptions, etc.

Time is computed in this way for schools that have English only four times a week.

32 weeks
x 4 hours
128 available hours to teach book

128 available hours
- 117 necessary hours
11 hours left over, requiring more careful lesson planning.

UNIT III

UTTERANCE/RESPONSE

RATIONALE

The pattern practice section shows the students sentences in isolation. The utterance/response (U/R) section gives students opportunities to see statements and questions in English put together, or contextualized. The meaning of these statements and questions, therefore, is much clearer to the students than if they were shown in isolation.

The teacher should emphasize to the students that this section shows examples of the spoken, not written language. In doing this, he should point out how the utterance directly affects the response, how "A" is related to "B".

The U/R section begins to show language as communication. The communication in this section is limited, however, in the following ways:

a. Each U/R in the section is usually about a different event or situation. Thus, only two sentences are shown about a situation whereas the dialogue (more complete communication) shows six or eight sentences about the same situation.

b. In many of the U/R sections in Middle School English, the responses tend to be "grammatically regular" rather than natural. The more natural responses are found in the dialogue sections. For example in Middle School English II, Lesson 1:

Utterance/Response	A: What are you going to give her? B: I'm going to give her a book.
Dialogue	A: What are you going to giver her? B: I bought a book for her yesterda

UNIT III

UTTERANCE/RESPONSE

PROCESS #2 SUMMARY

1. Students find new vocabulary. Teacher explains.
2. Teacher draws stick figures.
3. Teacher models U/R. Students listen.
4. Teacher has students repeat U/R.
5. Students practice U/R together.
6. Teacher continues steps 2-5 with other U/R's.
7. Students read each U/R in groups.
8. Teacher gives utterances. Students write responses.

Process #2

Middle School English II,
Lesson 3, Utterance/Response

A: What kind of food do you like?
B: I like ice cream.

A: What kind of books do you like?
B: I like short stories.

A: What kind of sports do you like?
B: I like tennis.

A: What kind of songs do you like?
B: I like happy songs.

1. a. Students have books open. Teacher directs students to find new vocabulary and patterns in the whole U/R section. Teacher reviews or explains them briefly. (See step 4a, Process #1)
   b. Teacher erases the board and students close their books.
   Note: For especially long sentences teacher may ask students to leave books open at first. (time: 10 min.)

2. Teacher draws two stick figures on the board and labels them "A" and "B".

UNIT III

UTTERANCE/RESPONSE

Process #2 (continued)

3. Teacher models the first U/R in the section once or twice. The students listen.

   Teacher points to stick figure "A" and says, "What kind of food do you like?"

   Then teacher points to stick figure "B" and says, "I like ice cream."

4. Students repeat utterance and then response. Teacher goes to groups and individuals.

5. Teacher and students take parts in the U/R.
   a. Teacher is A/Students are B.
   b. Students are A/Teacher is B.
   c. groups/groups
   d. individuals/individuals

   Teacher says: What kind of food do you like?
   Students say: I like ice cream.

   Students say: What kind of food do you like?
   Teacher says: I like ice cream.
   etc.

6. Teacher follows steps 2-5 for the remainder of the U/R's. (2-3 min. for steps 2-5 for each U/R)

7. Reading. After oral practice of all U/R's, teacher directs students to open their books if they are not already open. He chooses one student to be A and another to be B. They stand and read the U/R's while students read along silently. Teacher may wish to have other students and groups read if time permits. (3 min.)

8. Writing.
   a. Teacher writes responses on blackboard.

   I like ice cream.
   I like short stories.
   I like tennis.
   I like happy songs.

UNIT III

UTTERANCE/RESPONSE

Process #2 (continued)

8. Writing. (continued)
   b. Students close books. Teacher randomly chooses one of the utterances from the section and reads it aloud. Students listen then copy the correct response from the board.

      Teacher says, "What kind of sports do you like?"
      Students write, "I like tennis."

      Note: If U/R is short, teacher may wish to have students write the responses without choices on the board.

   c. Students change papers, open books and correct mistakes. (4-5 min.)

SUGGESTED ACTIVITIES SUMMARY

During the following activities, the teachers will:

a. read and discuss Process #2 in Teacher's Manual
b. watch a demo by PCV using Process #2
c. practice entire Process #2
d. use Process #2 in teaching each other Exchanges from English for Teachers.

For the following activities, the PCV will need to prepare:

a. utterances/responses from Middle School English
b. a demo he will give using Process #2.

SUGGESTED ACTIVITIES

1. PCV opens a Middle School English text to the utterance/response section and asks the teachers:

   a. Why is this section in the text?
   b. How is it different from the pattern practice section?

UNIT III

UTTERANCE/RESPONSE

SUGGESTED ACTIVITIES (continued)

2. After the teachers have discussed these questions, the PCV asks them to read only the Rationale for Unit III in the Teacher's Manual. This should help the teachers see more of the uniqueness of the U/R section.

   *To illustrate one of the purposes of the U/R section, the PCV can ask the teachers, "How do you say, 'I'm sorry,' in Korean?" Teachers will usually say, " 미안합니다 ." PCV then writes on the blackboard:

   A: I have a cold.
   B: I'm sorry.

   PCV asks again, "How do you say 'I'm sorry,' in Korean?" According to the above example, the teachers will have to say, " 왕 안됐군요 ." This activity shows how the U/R contextualizes the language with a limited situation.

3. PCV now asks the teachers to read Process #2 in the Teacher's Manual, and tells them that this is the Process for teaching the entire U/R section in Middle School English.

4. PCV writes the numbers 1 through 8 on the blackboard for each step of the Process. The PCV asks the teachers to verbalize in English the steps of the Process. The PCV writes their responses in simple English beside the appropriate number. What is written on the board at the end of this activity should resemble the Process #2 Summary.

5. Using the example U/R's in Process #2, the PCV demonstrates the Process, constantly referring to the Summary that he wrote on the board. This activity will reinforce for the teachers the entire Process and the steps in it.

   *PCV should make particular note of:

   a. the fact that step 1 is done with all U/R's in the section
   b. the group and individual work in steps 4 and 5 of the Process.

UNIT III

UTTERANCE/RESPONSE

SUGGESTED ACTIVITIES (continued)

5. (continued)

   *If teachers raise questions or objections to any steps during this activity (or any other), the PCV should direct them to the appropriate Note(s) in Unit III of the Teacher's Manual.

6. The PCV now gives each teacher a different U/R section from Middle School English and tells the teachers that they will now practice Process #2. The PCV can either choose one of the more competent teachers to demonstrate first or have the teachers draw from a hat.

   To use time most effectively during this activity, the PCV might divide the teachers into two groups so that more than one teacher can practice at one time.

   During this activity, teachers should feel free to correct each other when mistakes are made, steps forgotten, etc. PCV encouragement in this regard will be most helpful.

7. As soon as the teachers develop competence with Process #2 in using U/R's from Middle School English, the PCV assigns Exchanges from English for Teachers that the teachers will teach to each other using Process #2.

NOTES

1. The U/R section of the book presents special problems since the style of the section often varies from one lesson to another. Process #2 tries to suggest a general approach that can be applied in most cases. The teacher should be prepared, however, to adjust Process #2 slightly, depending on the particular characteristics of the U/R being studied.

UNIT III

UTTERANCE/RESPONSE

NOTES (continued)

2. In some sections, within one U/R, alternative utterances and/or responses are given in one of the two following ways:

   A: We don't have classes.
      My sister is happy. (alternative listed directly
   B: Good. under main utterance and/or response)

   A: Who made you do that?
   B: Mr. Kim did./No one did. (alternatives divided by slash)

   In such cases, the teacher should carefully point out to the students that these are alternative utterances or responses. These alternatives should not be taught as parts of one utterance or response.

3. Steps 5 and 7 of Process #2 are designed to insure that students will understand that the U/R is an example of communication between two people. During these steps, practice should be done with small groups and individuals.

4. Step 7 is designed to help students draw a connection between what they practiced orally and what is in their textbook.

5. Process #2, especially step 8, can be of great help to the students when they must mark the following kind of item that appears on entrance examinations:

   What is he going to give Bill?

   a. I'm going to give her a book.
   b. They are going to give him a book.
   c. He is going to give him a book.
   d. She is going to give them a book.

UNIT IV

DIALOGUE

RATIONALE

Unlike the utterance/response, the dialogue shows students how a number of questions and answers work together around one situation or event. In many cases, the dialogue shows natural responses to questions:

A: Where are you going?
B: I have to go downtown to buy some flowers.

In the above example, the grammatically regular response (often shown in the utterance/response section) might be:

A: Where are you going?
B: I'm going downtown.

Many teachers say that the dialogue section is the most interesting part of the book for the students. It represents yet another opportunity for the students to become familiar with the new structures in the lesson before going into the most complex section, the reading.

More than any other section, the dialogue is the most convenient place for the students to practice communication skills.

Process #3 Summary

1. Teacher reads dialogue. Students follow in books.
2. Students find new words. Teacher explains.
3. Teacher asks questions in Korean about dialogue.
4. Students translate dialogue.
5. Students practice dialogue with teacher.
6. Students practice dialogue with each other.
7. Students generate dialogue from visual cues.
8. Students write dialogue from visual cues.

Process #3

Middle School English II
Lesson 7, Dialogue

A: Have you seen Yunhi?
B: Yes, she went to the store.
A: Why did she go there?
B: I think that she went to buy apples.
A: She went for apples yesterday.
B: I guess that she likes apples.

1. Students open books and look at dialogue while teacher reads it aloud. (time: 1 min.)

2. Explanation
   a. Teacher asks students for words and structures they don't know.
   b. Teacher gives necessary explanation and has students practice new words and structures. (See step 4a, Process #1) (5 min.)

3. Teacher asks questions in Korean about the situation and contents of dialogue to insure students comprehension of dialogue in general. (3 min.)

   "윤희는 가게에 갔어요?"
   "A라는 사람이 어제 사과를 샀어요?"

4. Teacher has students translate to insure students understanding of each sentence. (3 min.)

5. Students practice dialogue with teacher two lines at a time in this way:
   a. Teacher says A once, "Have you seen Yunhi?"
      Students repeat.
   b. Teacher says B once, "Yes, she went to the store."
      Students repeat.
   c. Teacher and students take parts.
      Teacher is A/ Students are B.
      Students are A/ Teacher is B.
      One group is A/ Second group is B. (Then exchange groups.)
      Individuals/ Individuals
   d. Teacher continues this procedure throughout dialogue.
      *Students are free to keep their books open during step 5 if they feel it is necessary.

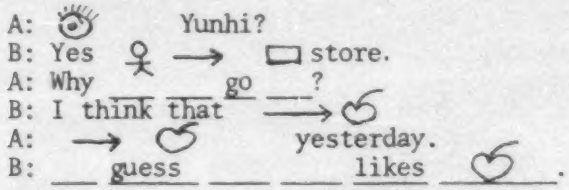
UNIT IV

DIALOGUE

Process #3 (continued)

6. Teacher directs students to practice together saying that after this activity students will have to say the dialogue with another student--not looking at the book but looking at visual cues put on the board by the teacher.

   a. Students practice in groups of two. One student is A. The other student is B. They then exchange parts using whatever memorization and practice techniques are most beneficial to them. Depending on the difficulty of the dialogue this step usually takes 15 minutes.
   b. While students are practicing this, teacher writes dialogue on board using stick figures and word cues to help students generate the dialogue in following step. (15 min.)



7. Teacher tells students to close their books. As he points to each line he has the students generate the dialogue in the following ways: (5 min.)

   a. Entire group generates each line of the dialogue.
   b. Class is divided into group A and group B, which then generate the A and B lines of the dialogue.
   c. Two students (one A and one B) then generate the dialogue.

   This is not a memorization exercise. The teacher may prompt at any time.

8. Writing
   a. With books still closed, students write the dialogue by looking at the cues on the blackboard.
   b. Students open books and correct their mistakes. (5 min.)

UNIT IV

DIALOGUE

SUGGESTED ACTIVITY SUMMARY

In the following activities, the teachers will:

a. read and discuss Process #3 in the Teacher's Manual
b. practice step 5 only of Process #3
c. practice drawing dialogue diagrams for step 6
d. practice entire Process #3
e. use Process #3 in teaching dialogues to each other from English for Teachers.

For the following activities, the PCV will need to prepare:

a. dialogues from Middle School English
b. a demonstration of step 5 of Process #3
c. sentences for teachers to illustrate with visuals
d. a demonstration of entire Process #3

SUGGESTED ACTIVITIES

1. PCV opens Middle School English text to the dialogue section and asks, "Why is this section important?" PCV writes teachers' responses on the board.

2. PCV asks teachers to read Rationale of Unit IV in Teacher's Manual. After teachers have read Rationale, PCV asks them to discuss in Korean any questions they have. PCV asks teachers to summarize in English what they discussed. PCV answers any questions. (To help answer questions, PCV may have the teachers refer to appropriate Notes -- especially #7 and #8 -- in the Teacher's Manual.)

3. PCV has teachers read Process #3 in Unit IV in the Teacher's Manual.

UNIT IV

DIALOGUE

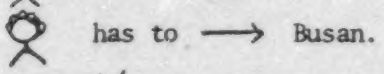
SUGGESTED ACTIVITIES (continued)

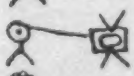
4. PCV distributes dialogues he has prepared from Middle School English. He explains that he will now demonstrate only step 5 of Process #3. After his demonstration, PCV has teachers practice step 5 using the dialogues they have received.

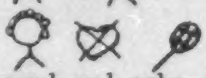
5. PCV has teachers look at step 6b of Process #3. He then has teachers read Note #6 in Unit IV in the Teacher's Manual. After the teachers have read this, they are now ready to practice making dialogue diagrams.

6. PCV gives teachers the sentences he has prepared and asks them to illustrate them as simply as possible, using as few words as possible. Some examples:

She is going home.

She has to go to Busan. 

Jack is watching TV. 

Mary doesn't like tennis. 

PCV now writes a dialogue on the board and asks all teachers to illustrate it in their notebooks. An example:

A: Have you ever been to Bulgugsa?
B: No, I haven't. But our class will go there in the spring.
A: Will you go by bus or by train?
B: We will go by bus.
A: How long will you be there?
B: We will be there for five days.

A teacher's dialogue diagram might look like this:

A: ___ ___ ___ ___ ___ Bulgugsa?

B: No, ___ ___. But ___ ___ ___ in the ___.

A: or ?

B:

A: How long ___ ___ ___ ___?

B: ___ ___ ___ ___ ___ five days.

UNIT IV

DIALOGUE

SUGGESTED ACTIVITIES (continued)

7. PCV now demonstrates entire Process #3 in the following manner:

   a. PCV asks teachers to read Notes #1-3 in Unit IV in the Teacher's Manual.
   b. PCV then demonstrates Process #3, using actual middle school students, if available. If this is an in-school or out-of-school workshop, perhaps the schedule man can be persuaded to schedule an English class during the workshop period. If this is a vacation workshop, perhaps a limited number of students (6 will do) can be found. If students are not available, PCV can demonstrate Process #3 by teaching the teachers themselves.

8. After the demonstration, PCV writes numbers 1-8 on the board for each step of Process #3. He asks the teachers to summarize in English what the teacher and students did in each step. Summary should resemble Process #3 Summary. When the teachers get to step 6, PCV asks them to read Notes #4 and #5 in Unit IV in the Teacher's Manual.

9. Now the teachers are ready to practice the entire Process #3. Since the Process requires nearly an hour of class time, the PCV may use the following options:

   a. For the following class, one teacher is chosen to demonstrate the Process, using a dialogue from English for Teachers.
   b. If this is an in-school or out-of-school workshop, the PCV asks the teachers to try Process #3 in their regular classes. PCV then tries to observe the teachers individually.
   c. As PCV continues work with English for Teachers, he assigns teachers dialogues as they come up in the text.

To continually familiarize the teachers with the steps in Process #3, it is suggested that the Process Summary be written on the blackboard anytime the teachers or PCV use it in teaching dialogues.

UNIT IV

DIALOGUE

NOTES

1. Step 2 of Process #3 may be difficult for the students at first, but the more often they do it, the better they will become. This activity will help the students become aware of what they know and don't know in English.

2. The comprehension questions in Korean in step 3 will help the students understand the dialogue in general before they translate each sentence and practice it. The teacher will have to think in advance about what questions are appropriate for this step.

3. The students can have their books open in step 6 if it will help them follow the oral practice. Some dialogues are so long and difficult that this is necessary. The teacher, however, should encourage the students to only look at the book when it is absolutely necessary.

4. Step 6 may be difficult for the students at first. They may not feel comfortable practicing the dialogue on their own with other students. As time goes on, however, the students will enjoy this step and take less and less time to master the entire dialogue. The classroom may also be noisy during this step and some students may not take the activity seriously. Teachers who have used this technique, however, have found that the vast majority of students do take it seriously.

5. It may be charged that step 6 forces the students to "memorize" the dialogue. This is not the intent of the step, however. The time given to the students in this step is the students' opportunity to master the dialogue in their own way at their own pace. All of the students cannot master the dialogue during this step. Those that can, as well as those that can't will be given cues to help them generate the entire dialogue in step 7.

UNIT IV

DIALOGUE

NOTES (continued)

6. The dialogue diagram in step 7 is designed to:

    a. give the students opportunities to generate entire sentences while looking at only a few visuals
    b. give a reference for the meaning of the lines of the dialogue
    c. evaluate how well the students have mastered the dialogue in step 6
    d. provide an immediate writing exercise for step 8.

7. Dialogues are often found in entrance examinations. Examination questions often have students:

    a. answer questions about the dialogue
    b. substitute words and idioms for those in the dialogue
    c. fill in natural responses/questions for those missing in the dialogue.

    Process #3 was designed to help students mark the above kinds of items correctly.

8. The first time that teachers try Process #3 in the workshop it may take longer than the 45 minutes allotted to the dialogue section (see Note #9, Unit II). With practice, however, it will be quite easy for teachers to use Process #3 in 45 minutes with most dialogues.

UNIT V

READING

RATIONALE

The reading sections in the middle and high school texts give students opportunities to read a large number of sentences that focus on one topic. The reading section is the most appropriate place in the lesson for the development of reading comprehension skills. Reading comprehension is essentially the ability to:

a. look for information in the reading section
b. find basic information without knowing every word

Therefore the activities the teachers must do should relate primarily to making the students read. The teacher needs only to ask himself, "Is what I am doing in the class making the students read?" The techniques chosen by the teacher should allow him to answer "yes" with confidence.

Process #4 focuses on teaching techniques that:

a. put the students into situations where they are reading or attempting to read
b. develop the students' ability to read when the teacher is not around--i.e. when taking exams, when studying English at home, when reading books on their own
c. make the students look at what the teacher wants them to look at
d. give purpose to reading--namely, the searching for information in the reading
e. make the searching for information game-like
f. allow the students to learn from each other

Techniques that do all of these things are quite rare in current methodology literature. And the few that can be found are seldom realistic for the Korean teacher who faces such problems as large classes, time limitations, entrance exams, etc.

Therefore, in response to these problems, Process #4 was designed for, and tested in, a typical Korean English class.

UNIT V

READING

PROCESS #4 SUMMARY

1. Model reading by teacher of paragraph or small portion of the reading.
2. Silent reading by students.
3. Explanation of new vocabulary and difficult structures.
4. Teacher asks general questions in Korean about the reading.
5. Teacher asks specific questions in Korean. Students answer.
6. Students translate sentences.
7. Teacher explains problem areas, if any.
8. Read/Stop exercise.
9. True/False drill (reading and listening)
10. Random translation drill.
11. Continuation of steps 1-10 for remaining paragraphs or small portions of the reading.
12. Students make questions. (optional activity)

    a. Students write questions in English about reading.
    b. Teacher writes students' questions on board. Students answer.
    c. Teacher reads his own questions in English. Students answer.

Process #4

Middle School English II, Lesson 18, Reading

There was once a man who lived near a beautiful forest. The forest was famous for its tall trees and many animals. The man often went to the forest to rest and to think. One day he was in the forest and saw a big, beautiful rabbit.

1. Model reading (2 times) as students follow silently in their books. Limited to short, managable portions of the reading at one time, (such as the example above) not the entire reading. (time: 1 min.)

UNIT V

READING

Process #4 (continued)

2. Silent reading by the students.

   a. Teacher directs students to read silently only the portion read in step 1, and single out new or unfamiliar words or phrases.
   b. Students say new words or unfamiliar items and teacher writes them on the blackboard.

      After this step with the above sample reading the blackboard may look like this:

      forest — near
      There was once — famous for
      rabbit

      (2 min.)

3. Teacher goes over new vocabulary, explaining and making sentences. (3 min.)
4. Teacher asks basic, general questions in Korean, and students answer in Korean.

   Some examples: Are there any people in this story?
   Are there any animals?
   Are there any places? What places?
   How about things? What things are mentioned?
   Did this story happen in the past, present, or future?
   Give me two or three actions that are taking place.

   (2 min.)

The question/answer exercise

Teacher: Are there any people in this story?
Students: Yes, there's a man.
Teacher: A man? What kind of man?
Students: (after looking again) I don't know.
Teacher: Do you know his name?
Students: No.
Teacher: Are there any animals?
Students: Yes. It says there are "many animals."
Teacher: Anything else?
Students: Yes, there's a rabbit.
Teacher: Are there any places mentioned?
Students: (after looking again) No, no places.

UNIT V

READING

Process #4 (continued)

4. The question/answer exercise (continued)

Teacher : No places? Are you sure?
Students: There's a forest.
Teacher : Yes. A forest is a place, isn't it?
Teacher : What things do you see in the story?
Students: There's a tree.
Teacher : Right. Anything else?
Students: No.
Teacher : Is this happening now?
Students: No, in the past.
Teacher : When in the past?
Students: I don't know.
Teacher : Give me some actions that took place.
What happened?
Students: Lived, went, saw.
Teacher : Any others?
Students: Rest and think.

5. Teacher now begins to ask more specific questions in Korean, sentence by sentence. Recommended order is:
   a. yes/no questions
   b. who, where, or what questions, depending on the nature of the story (1-3 min.)

Teacher : Once was there a woman?
Students: No.
Teacher : Once, was there a man?
Students: Yes.
Teacher : Did he live in a beautiful forest?
Students: Yes.
Teacher : Was the forest famous for its stream?
Students: No.
Teacher : Was the forest famous for its green trees?
Students: No.
Teacher : Was the forest famous for its tall trees?
Students: Yes.
Teacher : What else was it famous for?
Students: Its many animals.
Teacher : Where did the man often go?
Students: To the forest.
Teacher : Why did he go there?
Students: To the forest.
Teacher : Why did he go there?
Students: (silence)

UNIT V

READING

Process #4 (continued)

5. (continued)

Teacher: What did he do at the forest?
Students: He rested and thought.
Teacher: So why did he go to the forest?
Students: He liked to rest and think.
Teacher: One day, where was he?
Students: He was in the forest?
Teacher: One day was he at the mountains?
Students: No.
Teacher: Did a rabbit see him?
Students: Yes.
Teacher: Did a rabbit see him?
Students: No. He saw a rabbit.
Teacher: Was it a little rabbit?
Students: No, it was a big rabbit.
Teacher: What kind of rabbit was it?
Students: It was a big, beautiful rabbit.

6. Teacher calls on student (or students) to translate line by line. (2 min.)

7. After listening to the students' translation, teacher will know where the students are having problems. He now explains difficult structures and problem areas. (1 min.)

8. Read/Stop Exercise. Teacher reads portions of the sentences, stops and students complete the sentence aloud, following along in text. Students begin by filling in short segments (one or two words) and gradually progress to longer ones until they are in command of the entire sentence. (2 min.)

9. True/False Drill. Teacher reads each sentence in English, reading it as it is in the text or making it false. Students respond after each sentence with "True" or "False." (or "Right" or "Wrong," "Yes" or "No," etc.)
Teacher: The man often went to the mountains to rest and think.
Students: Wrong.
Teacher: The man often went to the forest to rest and drink.
Students: Wrong.
Teacher: The man often went to the forest to rest and think.
Students: Right. (2 min.)

UNIT V

READING

Process #4 (continued)

10. Random Translation Drill. Teacher chooses sentences at random, gives the students the Korean equivalent. Students must find the sentences and read them aloud in English. (2 min.)

11. Teacher continues steps 1-10 with next paragraph or sections of the reading.

12. Making Questions. (optional activity)

    1) Writing practice. Teacher tells students they are going to write questions in English about a section of the story or the whole story.
        a. Students open notebooks and for about 15 minutes write about five to ten questions about the story.
        b. Teacher goes around to individuals, correcting their mistakes and answering questions. (18 min.)

    2) Oral practice.
        a. After above writing practice, teacher asks students to read one of their questions.
        b. Teacher writes the question on the board and asks the students if the question is right or wrong. If the question is wrong, he explains why.
        c. Teacher calls on another student to answer the question on the board. He asks students if the answer was right or wrong.
        d. He continues this for about 10 questions. (5 min.)

    3) Listening and speaking practice.
    With books open teacher makes his own questions and the class (groups and individuals) answers them. (2 min.)

    If teacher instructs students just to make questions, they may be very confused and find the assignment too difficult. Thus, it is recommended that the teacher begin with easy questions for the first reading and progress to more difficult ones in future readings. The yes/no question is sometimes difficult, sometimes easy. For example, "Jack is playing baseball" becomes "Is Jack playing baseball?", very easy for the students to manipulate. However, "Jack went home" becomes "Did Jack go home?" and requires more skill

Process #4 (continued)

12. 3) (continued)

to make. Who-questions are usually the easiest to begin with, for a mere substitution of the subject with "who" usually makes the question (i.e., "Jack went home " becomes "Who went home?").
First year teachers, however, will not be able to work on the who-question until the third lesson.

SUGGESTED ACTIVITIES SUMMARY

During the following activities, the teachers will:

a. read and discuss Process #4 in the Teacher's Manual
b. watch a demonstration of Process #4
c. verbalize in English the steps in Process #4
d. practice entire Process #4 (except optional step 12)
e. practice optional step 12 -- Making Questions

For the following activities, the PCV will need to prepare:

a. a demonstration of Process #4 that will be done by a Korean teacher (Activity #4)
b. a demonstration that he will do of Read/Stop and True/False Drills (Activities #7 and #9)
c. readings that the teachers will use when they practice Process #4 (Activity #12 and #17)

SUGGESTED ACTIVITIES

1. PCV opens a Middle School English text to the reading section and asks teachers why they think students should study reading. PCV writes responses on board.

UNIT V

READING

SUGGESTED ACTIVITIES

2. The PCV asks the teachers to turn to the Rationale for Unit V in the Teacher's Manual. After the teachers read this they may discuss it in Korean if they like. PCV then asks for and answers any questions that teachers may have.

3. PCV asks teachers to read Process #4 in the Teacher's Manual. They may then discuss it in Korean if they wish.

4. Teachers now watch a demonstration of Process #4 (steps 1-10 only). Since Process #4 requires Korean, PCV will not be able to demonstrate it. A Korean teacher must do it for him. The following suggestions are offered.

   IN-SCHOOL WORKSHOP PCV - To organize this demonstration, PCV might choose one especially good teacher (perhaps a coteacher) and explain that it is necessary for him to learn Process #4 and demonstrate it to the other teachers. PCV asks him to read the handout, explains it as necessary, then practices with him. At first, the PCV may do Read/Stop and True/False Drills. After the first practice, PCV praises him for his excellence and then goes over problem areas. PCV should practice over and over with him until he masters it. If he is especially capable, PCV might let him do steps 8 and 9, too. If that's too much for him, PCV can coteach the demo with him. When PCV organizes actual demonstration, he arranges with the schedule man to have an English hour at the time of workshop and arranges chairs for the teachers to sit at the back of the room.

   VACATION WORKSHOP PCV - Although generally not recommended, a demonstration where half or all the teachers in the workshop watch is probably the best approach. The Workshop Coordinator should see that this is done or assign the task to someone else. Perhaps there is a PCV in the area who has a coteacher willing and capable of demonstrating Process #4 to the teachers at the workshop. If there is no one, a PCV may wish to train his co-teacher for it far enough in advance of the workshop for him to be able to master Process #4. The last alternative is to choose a particularly outstanding teacher among the teachers at the workshop and work with him in advance so that he can demonstrate it. On the day of the demo, middle school students should be brought in. Most workshop areas cannot accommodate a class of 70, but 20 students will do, and under desperate conditions a class of 6 will suffice.

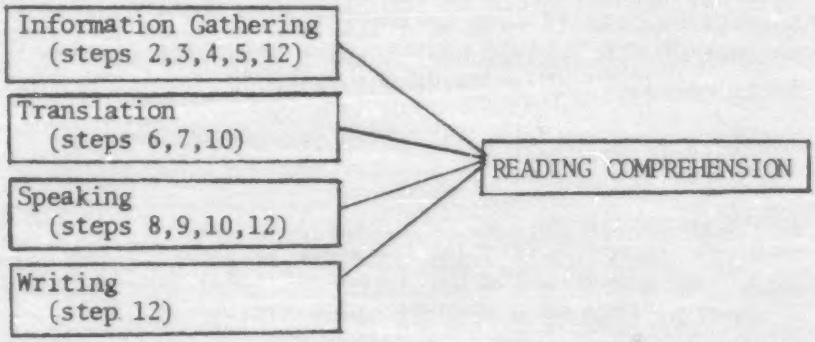
UNIT V

READING

SUGGESTED ACTIVITIES (continued)

5. Discussion of demonstration. The PCV gives each teacher one or more of the steps of Process #4 and asks each teacher to explain in Korean to the other teachers what his step is. He should explain what the teacher and students do in his step of the Process. PCV refers them to Note #5 on time.

6. PCV draws the chart shown below on the board, or he may make one and bring it in. The chart helps the teachers to see the breakdown of skills needed in Process #4 so that they will see that they are practicing only parts of Process #4 and not the whole Process as yet. The chart also shows the teacher that while translation is involved in Process #4, it is used in a different manner than what they may be used to.



PCV explains that they will now practice steps 8 and 9.

7. Teachers look at step 8 (Read/Stop) in the Teacher's Manual. PCV models using a reading from Middle School English text (if available for all teachers) or a reading from English for Teachers.

8. Teachers practice with small passage PCV has prepared. PCV especially watches to see that with first reading they leave off only a few words and by the 3rd reading say only a few words. This should take only about 2 minutes for each teacher.

9. PCV directs teachers to look at step 9 in the Teacher's Manual. PCV then demonstrates it once with teachers.

10. Teachers practice as in Activity #8.

UNIT V

READING

SUGGESTED ACTIVITIES (continued)

11. PCV points to chart again and explains they will now work on some of the "Information Gathering" steps. He directs teachers to look at step 4, in the Teacher's Manual and asks them, "Why is that step there?" After discussion he tells them to look at Note #1 in Unit V in the Teacher's Manual.

12. PCV should by this time have prepared a reading from Middle School English. A difficult reading, preferably from the 3rd year textbook, would be most helpful in demonstrating for the teachers the applicability of this step. If textbooks are not available, PCV should reproduce copies of readings. If this is not possible, PCV can use a reading from English for Teachers. (Use of an English for Teachers reading, however, is a better exercise for later reinforcement of Process #4 (See Activity #17). PCV directs teachers to look at the reading and explains they will all teach different sections of it using only step #4.

13. Teachers practice step #4. Each teacher should need no more than 3 or 4 minutes.

14. PCV directs teachers to read step 5 and Note #2 in the Teacher's Manual. Then in class (or homework assignment) PCV explains that they are to write questions (at least 10) in Korean about a small portion of a reading which will be assigned. PCV explains they will have to use them the following hour.

15. Teachers practice step 5 with each other (or students if possible) using the questions they have prepared. About 3-4 minutes for each teacher will be needed.

16. PCV says that the teachers will now talk about the silent reading step. He directs teachers to look at step 2 (silent reading) in the Teacher's Manual.
PCV asks, "When do students have to read silently?"
Teachers may respond, "In the dialogue," "When reviewing, "At home," etc.
PCV continues, "But when do students really have to read silently? When is it important that they be able to read silently?"
It is hoped that someone will say, "When they have to take a test."
The PCV will then reinforce that and direct them to look at Note #3c on silent reading.

UNIT V

READING

SUGGESTED ACTIVITIES (continued)

17. Teachers are now ready to practice steps 1-10. PCV assigns a reading from English for Teachers. If the groups' abilities are limited, the stories on pages 12 and 35 are good. PCV divides story so that the number of portions equals the number of teachers. Preparation for practicing Process #4 could be an out-of-class assignment so the teachers can study the vocabulary of their portion. They may also ask PCV questions about the story if necessary. They should also familiarize themselves with the structures. The story on page 12 is really very good for this exercise as there is no general plot and the different portions may be handled independently.

18. Before teachers actually practice Process #4, PCV asks them to verbalize into English steps 1-10. PCV writes their responses on the board. What is on the board should resemble Process #4 Summary.

19. Teachers now practice Process #4 with each other. Each teacher should take about 15 to 20 minutes. PCV should watch that in the random translation drill (step 10) teachers do not choose sentences in the order that they appear in the reading.

20. PCV refers to chart in Activity #6 again. He explains that he will demonstrate step 12. He refers them to Note #4 in the Teacher's Manual.

21. According to step 12, PCV teaches from reading they have used in Activity #19. He explains what they will do, (for example, they will make 5 "what" questions) gives them enough time to do it, (maybe 15-20 minutes) and then follows parts b and c in step 12.

22. After "demonstration", PCV asks, "How does this activity help you?" and writes teachers' responses on the board.

23. In future classes PCV assigns teachers readings from English for Teachers. For in-school and out-of-school workshops he offers to coteach using Process #4 with any interested teacher.

UNIT V

READING

NOTES

1. Step 4 is designed to develop the students' ability to look for information in the reading section. Repeated use of this step in the Process will hopefully result in the students' thinking about these kinds of questions when they read a reading selection by themselves. If students learn to look for answers to questions, like those in step 4, when they first encounter a reading selection, they are unlikely to become discouraged and stop reading when they see an unfamiliar word.

2. In step 5 the teacher acts as a guide in helping the students search for information in the reading selection. Step 5 is important, for it:

   a. allows students to learn from each other
   b. focuses the students' attention where the teacher wants it--on the reading. If the teacher merely translates the reading, the students are free to think about anything they wish, so long as they keep their eyes on the book or the teacher.
   c. makes the search for information game-like and challenging. Why is challenge so important?

      Consider a basketball game, a rugby game, or a quiz show on TV. Such things are interesting because they create a challenge for the people involved. How dull the quiz show would be if all the contestents were given the answers. How boring the baseball game would be if the umpire announced that as a special favor, both teams would win and everybody could go home. And how dull the reading section is if the students can't even have the opportunity to read it for themselves.

NOTES (continued)

3. Silent reading appears in step 2 for a number of reasons:

   a. Most teachers would agree that students should one day read English as quickly as they read Korean. To do this, they must learn to read English silently. Regular class time should be spent to give students the practice they need to learn to read English silently.
   b. Step 2 is designed to help the students become independent readers, readers who can look at a reading that they have never seen before and begin to decipher it themselves.
   c. Step 2 is also part of Process #4--a Process much like one which students should go through when they read something in an examination. During an examination, they must read silently, try to define new words, gather information, and answer questions. During an examination, the students are by themselves. There is no teacher to help them. Repeated use of Process #4 by the teacher should develop the students' confidence that they can read English with comprehension.

4. Making questions is a challenging way for the students to become more familiar with the structure of the English language. A problem many Korean students have is that after graduating from school they are often able to answer all the questions without being able to ask any of them. In the schools where this has been tried, students not only developed fluency with the exercise after four or five months, but also seemed to really enjoy it.
   This is an excellent activity for middle school and high school students. First year middle school teachers, however, may not be able to begin this until after the third lesson. Familiarity with making and answering questions is also needed when taking examinations. Students are often asked to make questions from statements, answer questions about a reading selection, or write the question for a particular response. Optional step 12 will help develop this facility when taking examinations.

UNIT V

READING

NOTES (continued)

5. Process #4 (steps 1-10) is to be used with each workable portion of the reading section in any lesson of Middle School English. Steps 1-10 require 20 minutes of class time.

   Any reading section can usually be divided into three workable portions. Thus, 60 minutes are required to use Process #4 with the whole reading section.

   Optional step 12 requires about 25 minutes of class time. Thus, a total of 85 minutes (60+25) are needed for steps 1-12 of Process #4.

   According to Note #9 in Unit II, two class periods (90 minutes) are allotted for the reading section. These 90 minutes allow for the 85 minutes required for Process #4.

   *For those reading sections that are longer and/or more difficult than usual, optional step 12 can be eliminated. Use of optional step 12 ten times or so in a school year should give students adequate practice in making/answering questions.

UNIT VI

VISUALS

RATIONALE

What follows in this Unit is the approach to visuals that was begun in Processes #1, and #2, and #3 with stick figures. Use of visuals, especially in the Korean classroom, should be natural, flexible, and unobtrusive, requiring little specific planning and preparation for effective day-to-day use. Use of visuals should result in language learning that is communicative and game-like, while firmly grounded in the situational and concrete.

Visuals help the teacher communicate quickly and simply what he wants the students to say. They help the teacher control what the students are looking at and thinking about. Visuals engage the students in the important mental process of looking at something, imagining what they must say, and saying what they have thought about.

Process #5 that follows is hopefully a means by which even the busiest teachers can create a "living language" situation in the classroom, reinforcing what the students hear and read with what they see and do. The following "materials" are readily available in the classroom and provide a useful visual correlative to language studies.

(This Unit also offers a suggested approach to teaching from the situation section of Middle School English. See Suggested Activity #14.)

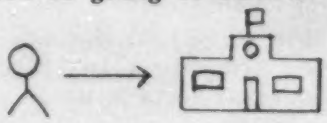
Process #5

1. The Blackboard

a. Use of stick figures and simplified chalk drawings to:

1) illustrate patterns, stories, and readings

Bill is going to school.



UNIT VI

VISUALS

Process #5 (continued)

1. a. (continued)

2) provide simple substitutions

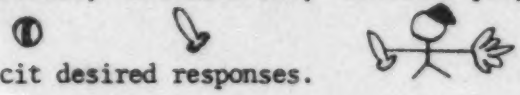
Bill is going to church.

3) provide extra dialogue characters

This is Yunhi. She is my sister.

4) define and clarify new vocabulary

baseball, baseball bat, baseball player



5) elicit desired responses.

He is happy. He is sad.

b. Use of colored chalk to indicate changes or consistencies in grammar explanations that are visible and vivid.

c. Use of an "antenna pointer" to refer easily to pictures, words, and sentences on the blackboard.

2. Body Language

Teacher's use of action and gestures to illustrate personal pronouns, place, direction, activity, etc. as he models patterns (i.e., "I" "my" "here" "big" "play soccer" etc.).

3. Objects in the Classroom

Use of available classroom objects (i.e., pens, watches, pictures, bags, etc.) to illustrate and accompany patterns and to provide simple and natural substitutions.

UNIT VI

VISUALS

Process #5 (continued)

4. The Textbook

Use of the pictures accompanying the situation, reading and dialogue sections in Middle School English as a means of arousing student interest in what is being studied.

SUGGESTED ACTIVITIES SUMMARY

During the following activities, the teachers will:

a. discuss the importance of visuals
b. read the Rationale in Unit VI in the Teacher's Manual
c. play a game using body language
d. teach from a pattern practice section using body language
e. use objects in the classroom while teaching
f. use stick figures, body language, and objects while teaching from a pattern practice
g. practice teaching from the situation section of Middle School English
h. watch PCV's use of visuals when he teaches from English for Teachers

For the following activities, the PCV will need to prepare:

a. a demonstration of how body language can be used when teaching from a pattern practice
b. sentences for the game in Activity #4
c. a demonstration of how the three kinds of visuals can be used (Activity #9)
d. pattern practices for the teachers to use when practicing the use of visuals
e. copies of Middle School English II (Activity #17)

UNIT VI

VISUALS

SUGGESTED ACTIVITIES

1. PCV asks teachers what kind of visuals they use in the classroom. PCV writes responses on the board. Teachers may say "charts." PCV asks them how often they use charts. Teachers will probably respond "Not very often," as they have no time to make charts. PCV agrees by saying that charts are very nice, but they do take a lot of time to make. So the visuals they are going to learn how to use take almost no time before class to prepare.

2. PCV asks teachers to read the Rationale and Process #5 in Unit V in the Teacher's Manual.

3. PCV points out that of those mentioned they have already learned the use of stick figures in Unit II. The next thing they will learn is "body language." PCV teaches the following pattern practice, or one like it, using "body language" for the substitution cues instead of stick figures or verbal cues. Teaching should follow all or part of Process #2.

He plays baseball everyday
brushes his teeth
drinks makolli
washes his face

4. "Throwing-away-your-inhibitions game." This game is played much like charades. However, instead of book and movie names, simple sentences are acted out. For example. "My mother is fat." Teacher draws one sentence from many in a hat. He explains with gestures he will do the second word. He then acts out 'mother' (Most Koreans point to their stomach.). Then he acts out the fourth word. When "fat" has been said, teacher points and then may go back to act out "My." Normally, teachers will easily guess "is." If not, the teacher indicates it is a little word. PCV should model a sentence beforehand and teach them the "charades jargon." (i.e., four fingers equals four words in the sentence; pointing to third finger indicates you are going to act out the third word, etc.) The winner (the one who guesses the sentence) chooses the next sentence from the hat.
Some example sentences:

The girl opened the door.
Father likes to play baseball.
My mother loves my father.
Monkeys like bananas.
Elephants and Americans have big noses.
The tall teacher beat the small student.

UNIT VI

VISUALS

SUGGESTED ACTIVITIES (continued)

5. PCV chooses or makes a pattern practice for one of two of the teachers to teach using body language.
   For example:

   Let's go study
   play baseball
   clean the classroom
   eat
   drink makolli

   One or two teachers practice for the class, trying to demonstrate the meaning through use of body language.

6. PCV explains to teachers they will now learn to use things in the classroom. He points around the classroom they are in and says that if a student can just talk about all the things in the classroom, he can speak very good English.

7. PCV models a pattern practice using objects available in the classroom. For example:

   Did he go for books?
   pens
   erasers
   money
   paper
   notebooks

8. Teachers practice together. If the PCV thinks it is necessary, all teachers may practice using pattern practices PCV has prepared. PCV may intentionally choose objects that the teachers must move around the classroom to point out.

9. PCV teaches the following example using all three kinds of visuals: stick figures, body language and objects in the classroom, and perhaps a word(s) on the board.

   Miss Lee has studied English for two hours.
   talked
   bowled
   read
   slept
   worked hard (write on board)

10. After demonstrating PCV asks teachers what kinds of visuals aids he used. PCV lists them on the board.

UNIT VI

VISUALS

SUGGESTED ACTIVITIES (continued)

11. PCV tells teachers they are going to have to teach a pattern practice using all three visuals. Teachers must choose (or write) their own pattern practice. (In a vacation workshop PCV should pass around a couple of textbooks and let the teachers choose pattern practices during their breaks.)

12. Teachers practice using all three kinds of visuals.

13. PCV tells teachers they are now going to talk about using pictures available in the textbook. If teachers do not have textbooks PCV passes around copies of Middle School English I and II and asks teachers to look at the pictures. He asks them in what section many pictures seem to be. Teachers will notice that pictures seem to be concentrated in "situation section."
PCV asks teachers how they teach this section, and what problems they have had with it.

14. PCV teaches from a situation that uses pictures. A good one is the situation in Middle School English II, Lesson 6, part 1 PCV teaches the section using the technique he prefers or the technique below.
    1) Teach dialogue in box as an U/R (Process #2)
    2) Point to a student (or half the class) and tell them to make a question from #1.
       They say, "Which is faster, an elephant or a monkey?"
    3) Point to another student (or other half of the class) and tell them to answer.
       They say, "A monkey is faster than an elephant."
    4) Go from group to individuals.
    5) Repeat steps 1-4 for #2.

15. PCV asks teachers to verbalize in English the steps he used to teach from the situation. PCV writes steps on the board. PCV tells teachers they will practice part 2 of the situation. ("Which is the fastest....").

16. All teachers practice part 2, using the technique outlined on the board. To speed things up, one teacher may teach #1, another, #2, another, #3, and the next one #2 again, etc.

SUGGESTED ACTIVITIES (continued)

17. PCV asks teachers to open Middle School English II to page 50. Teachers read the situation and PCV asks them, "What kind of visual aids are used here?" They say "Objects in classroom." PCV asks them what would be a convenient and easy thing to use. The answer that he's looking for is "Colored chalk."

18. PCV tells teachers they will all teach from this situation section using items they wish to bring next hour.

19. Teachers practice teaching from the situation. They may use recommended steps in Activity #14, substituting pictures for items in the classroom. For time allotted to the situation, see Note #9 in Unit II.

20. PCV opens English for Teachers book to a section where visual aids would be appropriate. For example, page 32, Exchanges:

    A: Was that book given to you?
    B: No, I bought it.

    PCV asks teachers how he should teach this Exchange. He asks what substitutions could be used instead of book. He asks, "How could these substitutions be made with visual aids?" Teachers give suggestions. PCV teaches it according to their lesson plan.

21. In subsequent classes when teachers teach from English for Teachers, PCV pays special attention to the teachers' use of the visuals described in Process #5.

UNIT VII

SOUNDS

RATIONALE

The sounds section was included in Middle School English I and II to insure that the teacher gives at least some attention to sounds and intonation. Taken together, the two textbooks contain most of the major sounds and intonation patterns in English.

The most appropriate time to practice sounds and intonation, however, is during the actual practice of patterns, U/R's, dialogues, and readings. If the teacher uses Processes #1-4, he can be confident that the students are getting the right practice at the right time.

Process #6 in this Unit was designed to help the teachers deal with the sound section in a fast and interesting way. Process #6 gives the students an opportunity to review sounds and intonation patterns that they practiced in earlier sections.

Process #6 Summary

1. Teacher writes key word and accompanying sentences on the board.
2. Students find similar words and write them in notebooks.
3. Students read words they wrote.
4. Students repeat words.
5. Students read sentences.
6. Students practice intonation.
7. Students practice accents.

UNIT VII

SOUNDS

Process #6

Middle School English II, Lesson 8, Sounds

1) baseball 2) sómmer 3) af-ter-nóon

4) sómething 5) Wáshington

hour (au)

My family went to the mountains.
Our school was pretty old.
Don't pick the flower.

Intonation:

Where | were | you?

I was at | school | when you | called.

What were you | doing there?

1. Students close books. Teacher writes key word("hour") and accompanying sentences on the board. Teacher does not draw lines under words in the accompanying sentences. (time: 1 min.)

2. Teacher asks students to find same sound in sentences and write the words in their notebooks. (1 min.)

   Students write: mountains
   our
   flower

3. Teacher randomly calls on student(s) to read the words he has written. (30 sec.)

4. Teacher has students repeat key word and words that contain similar sounds. If teacher wishes he may draw simple mouth chart to show where the tongue is. (2 min.)

5. Teacher has groups and then individuals read the sentences. Teacher checks their pronunciation. (1 min.)

UNIT VII

SOUNDS

Process #6 (continued)

6. Intonation. Teacher reads sentences according to the intonation lines.
Students repeat. (1-2 min.)

7. Teacher calls on individuals to read all sentences. (2-3 min.)
*Note on teaching accents (in second year textbooks):
1) Teacher writes words on board.
2) Teacher asks students where accent is.
3) Teacher says words and students repeat (groups and individuals).

SUGGESTED ACTIVITIES SUMMARY

During the following activities the teachers will:

a. read the Rationale and Process #6 in Unit VII
b. watch PCV demonstration of steps 1-5 of Process #6
c. practice drawing a mouth chart
d. practice steps 1-5 of Process #6
e. watch PCV demonstration of steps 6 and 7
f. practice steps 6 and 7

For the following activities the PCV will need to prepare:

a. a demonstration of steps 1-5 of Process #6
b. a demonstration of steps 6 and 7 of Process #6
c. a sounds section from Middle School English II for the teachers to use in practicing Process #6

UNIT VII

SOUNDS

SUGGESTED ACTIVITIES

1. PCV opens Middle School English to the sounds section and asks teachers why this section is important. He writes responses on the blackboard.

2. PCV asks teachers to read Rationale in Unit VII in Teacher's Manual. After reading, teachers may discuss it if they have comments or questions.

3. PCV directs them to read Process #6 and Note #1 in Teacher's Manual.

4. After teachers read, PCV asks them to look at the test/questions in Note #1. Teachers should discuss how the Process helps the students to answer those questions.

5. PCV demonstrates steps 1-5 of Process #6, using a sounds section of Middle School English.

6. PCV tells teachers that before they practice steps 1-5 of Process #6, they need to practice drawing a "mouth chart." He then refers them to Note #2 in Unit VII of the Teacher's Manual.

7. PCV directs all teachers to take out a sheet of paper. He asks them to practice drawing a mouth chart. He explains that he will choose the clearest and most quickly-drawn chart, and that the other teachers will practice drawing it.

8. Teachers practice drawing the mouth chart. PCV then chooses the best one. That teacher draws his chart on the board and teaches the others how to draw it. Other teachers and PCV practice drawing his chart.
   Note: The chart does not have to have the tongue in it. Usually the forefinger can be used to indicate where the tongue should be.

9. PCV, having chosen a section from Middle School English, asks a teacher to teach from it, using steps 1-5 of Process #6. PCV tells the teacher that he may use his Teacher's Manual (Process #6) to refer to as he teaches. PCV makes further point that the teachers should always use their copy of Methodology for Teachers in their classes until they feel confident with the Processes.

UNIT VII

SOUNDS

SUGGESTED ACTIVITIES (continued)

10. Teacher teaches following Process #6. PCV then chooses other teachers to teach. Each teacher needs about 5 to 8 minutes to teach following steps 1-5.

11. PCV models steps 6 and 7, including the suggestions for teaching accent.

12. PCV chooses one or two teachers to practice steps 6 and 7.

13. PCV says, "Third year and high school teachers do not have a sounds section in their textbooks. However, they may still use Process #6 when there is a need to focus on sounds, intonation and accents."

14. PCV asks teachers to read Notes #3 and #4 in Unit VII.

NOTES

1. Process #6 is designed to help the students with the following kinds of problems on examinations:

   a. Find the word where the accent is incorrect:

      1) countryside 2) practice

      3) neighborhood 4) awakened

   b. Find the word which has the same pronunciation:

      you 1) bow 2) though 3) new 4) go

   c. Choose the correct response.

      Who is sick?

      1) I am sick. 3) I am sick.

      2) I am sick. 4) I am sick.

*It should be noted, however, that considering the small number of test questions on intonation on the average high school entrance examination, it is not necessary to spend a lot of time teaching intonation.

UNIT VII

SOUNDS

NOTES (continued)

2. Artistic and detailed diagrams of the speech mechanism to show the difference between sounds in Korean and English convey no more information than does a reasonably clear diagram drawn in one tenth the time.
Similarly, elaborate verbal explanations more often than not result in confusion or loss of students' attention.

3. Process #6 is to be used in the sounds section of Middle School English I & II, According to Note #9 in Unit II, 10 minutes are allotted to this section. Since the sounds sections do vary in length and difficulty, however, more or less time may be required.

4. The teacher may use the sounds isolated in the sounds section as a guide for emphasizing mastery of particular sounds periodically throughout a lesson. For example, since (au), as in "hour", appears in the sounds section of Lesson 8 of Middle School English II, the teacher may call the students' attention to other words in other sections in Lesson 8 that contain the (au) sound. This approach is much more effective than trying to get students to master this sound in the 10 minutes allotted to the sounds section.

UNIT VIII

TESTING

RATIONALE

Test results are messages to both students and teachers. The conscientious teacher will use them to gauge how he is doing as a teacher. He will also use them to show his students where their successes and problems are.

Too often, however, tests are only a small part of a fast-moving educational system that leaves little time for a careful connection between what is taught and what is tested. Test items also too often test students' knowledge of the exceptions, rather than the regularities of English.

This Unit will show teachers how to:

a. recognize what is testable in English (Process #7)
b. write test items that measure what the teachers want them to measure (Process #7)
c. connect the contents of tests with the contents of actual lessons (Process #8)

For more on testing, see Finocchiaro, pp. 203-221.

Process #7

In testing as well as teaching, it is important to realize that the teacher is dealing with 1) the characteristics of the English language itself and 2) the students' ability to communicate in the English language. 1) and 2) can be outlined in the following way:

FEATURES OF THE LANGUAGE	COMMUNICATION SKILLS
sound system	listening comprehension
grammatical items	speaking ability (usage)
vocabulary	reading ability
	writing ability

UNIT VIII

TESTING

Process #7 (continued)

As the teacher teaches in terms of the above, he must test according to the emphasis he places in the above categories. His test items should reflect in a specific way exactly what feature of the language and/or communication skill he is trying to test. While he does try to be specific, however, any given test item will often test more than one thing; the fewer things, however, the better.

Look at the following test items and decide which feature of the language and/or communication skills are being tested. Ask yourself, "What must the student know or do in order to mark the item correctly?"

TEST ITEM	FEATURE OF THE LANGUAGE and/or COMMUNICATION SKILL
1. Complete the sentence: A cow ___. (moos, barks, chirps)	_____
2. Put "usually" in the sentence: He a goes b to c the d park.	_____
3. Which of the following pairs of words rhyme? a. friend/fiend b. send/lend c. enough/through	_____
4. Based on the following statement, find the statement that is true: He had worked for 18 hours without stopping. a. He stopped before he worked 18 hours. b. He worked less than half a day. c. He worked a long time.	_____
5. If you meet someone for the first time, which of the following wouldn't you say: a. I haven't seen you for a long time. b. How do you do? c. Glad to meet you.	_____

UNIT VIII

TESTING (Process #7)

SUGGESTED ACTIVITY SUMMARY

During the following activities the teachers will:

a) look at test items and see what they are trying to test
b) write test items
c) do an exercise in Process #7
d) write test items based on what they learned in Process #7
e) look at many other examples of test items based on Finocchiaro's section on testing
f) make test qeustions for their own workshop test.

For the following activities the PCV will need to:

a) read Suggested Activities and practice the exercise in Process #7
b) read Finocchiaro's section on testing (see Activity # 9) and prepare examples of useful test items for the teachers.

SUGGESTED ACTIVITIES

1. PCV writes the following test item on the board and has the teachers look at the test item and decide what the item is trying to test.

A: Is he a student?
B: No, he is _____
a) a girl
b) an farmer
c) a framer
d) a farmer

UNIT VIII

TESTING (Process #7)

SUGGESTED ACTIVITIES (continued)

1. (continued)

PCV writes teachers responses on the board. The teachers should decide that the following things are being tested:

1) speaking ability, (usuage) since question/answer is involved
2) reading ability
3) grammar, since the a/an distinction is involved
4) vocabulary, since a distinction must be made between "framer" and "farmer."

2. After PCV has written the above on the board he directs the teachers to work together on the test item example, rewriting it so that it tests only one or two things at a time. Here are some examples:

VOCABULARY AND READING

He is a _____.
a) doctor
b) nurse
c) teacher
d) farmer

GRAMMAR AND SPEAKING

A: Is he a student?
B: No, he is (a, an) teacher.

READING

Find the following question's equivalent in Korean:

Is he a student?

a) 그는 학생이냐?

b) 그여자는 학생이냐?

c) 그여자는 선생이냐?

d) 그는 선생이냐?

3. PCV directs teachers to look at Process #7 in Unit VIII in the Teacher's Manual and has the teachers read it up to the included exercise.

UNIT VIII

TESTING (Process #7)

SUGGESTED ACTIVITIES (continued)

4. After reading the first part of the Process, the PCV writes two columns on the blackboard, headed "Features of the Language" and "Communication Skills."

5. PCV fills in below the headings, eliciting the responses from the teachers.

6. PCV has the teachers complete the exercise in the handout. The answers are then discussed in Korean, if the teachers prefer.

7. PCV has the teachers turn to one Highlight section in Middle School English. From the new structures and vocabulary items there, each teacher is asked to write one test item that will test any combination (limit: 2) of the features of the language and the communication skills. After this is done, PCV directs teachers to read Note #1.

8. After finishing, a teacher writes his test item on the blackboard, and the other teachers try to determine what is being tested. Other teachers write their test items on the board as time permits.

9. PCV continues to show other kinds of useful test items and has the teachers continue to write test items based on the material they are teaching. Examples may come from Mary Finocchiaro's section on testing.

10. PCV should involve the teachers in any test-making for the workshop itself. PCV tells teachers they will each make five to ten questions from one of the chapters in English for Teachers for a test in their workshop. PCV tells teachers he will use some of the items on their test.

11. PCV directs teachers to read Notes #2, #3, #4, and #5.

UNIT VIII

TESTING (Process #7)

NOTES

1. Such items that attempt to measure too many things at one time are not as useful as those that focus on one or two things at a time. The conscientious teacher wants to know specifically what his students can do with the material he has taught. To do this, he must write test items that measure specifically how well the students can read, write, and use English, and what they know about the sounds, grammar, and vocabulary of English.

2. Teachers at times must administer tests that come from boards of education and other places. They should, however, make every effort to make their own tests whenever possible, for only they know their students and what they can do.

3. Some teachers believe that since the students know the regularities of English, they should be tested primarily on the irregularities of the language. If the complicated exceptions and irregularities of English are constantly stressed, however, the students might well come out of the course knowing neither the regularities nor the irregularities

4. While it may be faster to write out test items on stencils in longhand, they are hard for the students to read. If the search is earnest enough, English typewriters and able student-typists can be found. The students will appreciate the easy-to-read tests.

5. Some teachers believe that tests should be difficult to make the student study. Experience seems to indicate, however, that fair, "easy" tests, carefully prepared, can discriminate the students who are learning fast from those that learn more slowly.

UNIT VIII

TESTING

Process #8

To strive for a connection between what is being tested and what is being taught, the teacher may use the following Process.

1. Have the students keep an English Notebook where they can write especially important structures or grammar notes that are studied each day.

2. During any given week, take a few minutes to write a few test items (like those found in typical monthly tests) on the blackboard for the students to complete. These test items will deal with the specific structures or vocabulary of the particular chapter being studied.

3. At the end of each week, give a short, 10-minute, 5-10 item quiz that tests the students' facility with the particular structures and vocabulary studied that week. The test items should be the kinds found on the monthly tests.

4. A week before the monthly test, review with the students those structures and grammar notes that the students have written in their English Notebooks. A "review sheet" prepared in advance and distributed to the students would even be more helpful.

5. If the monthly test contains kinds of test items that the students have never seen before, the teacher should let the students practice these kinds of items in class a few days before the test.

6. After the monthly test has been taken and scored, each student should see his own test, noting his mistakes and noting in his English Notebook the structure or grammar note that corresponds to his mistake. If the tests cannot be returned to the students, the teacher should tell the class where most of the errors were and have them mark their English Notebooks accordingly.

UNIT VIII

TESTING (Process #8)

SUGGESTED ACTIVITY SUMMARY

During the following activities the teachers will:

a) discuss with the session leader the connection teachers must make between what is taught and what is tested
b) read Process #8 in Unit VIII in the Teacher's Manual
c) discuss with session leader the value of this Process in improving teaching and learning.

The Suggested Activities in this section are different from the others in that PCV depends heavily on a Korean "session leader." In choosing and training a session leader the PCV should keep the following things in mind:

a) The session leader should be a teacher in the workshop with whom the PCV feels he can easily communicate. Ideally, the session leader should be someone who has used all or part of Process #8 before.
b) PCV should choose and meet with the session leader well in advance so that adequate time may be spent discussing the Suggested Activities.
c) Before discussing the Suggested Activities, the PCV should show the session leader the point of this session on testing. This can be done easily by having him read the Rationale for this Unit.
d) PCV and session leader read and discuss each of the Suggested Activities.
e) PCV and session leader read Process #8 together. PCV should help the session leader understand the Process by asking and answering questions about it. By the end of this discussion, the session leader should feel as confident as the PCV about the usefulness of the Process.

UNIT VIII

TESTING (Process #8)

SUGGESTED ACTIVITIES

1. The session leader begins by writing the following test item on the blackboard:

   A: Is he a student?
   B: _____

   a) No, he is a student. c) Yes, he is a doctor.
   b) No, he is a teacher. d) Yes, he is a nurse.

2. The session leader asks, "What can be done in daily classroom activities to increase the chances that the students will mark this item correctly?" The session leader should hope for answers such as:

   a. question/answer activities (oral, reading, writing)
   b. grammar explanation of questions and answers
   c. practice on test items, like the one above, periodically in class. (This is the key point.)

3. The teachers now read Process #8 in the Teacher's Manual. The teachers discuss each part of the Process thoroughly, pointing out advantages and disadvantages. Session leader has teachers read Notes #1-6.

4. The teachers should end the discussion with a pledge that Process #8 is at least worth an experiment for one month to examine its validity.

5. PCV uses Process #8 in teaching regular workshop classes.

NOTES

1. The English Notebook (step 1) should be a separate notebook or a special section of the student's general notebook. If these Notes are mixed with homework and other things, they will be difficult for the students to refer to later.

UNIT VIII

TESTING (Process #8)

NOTES (continued)

2. It is most important that students see examination test item samples occasionally in class (step 5). Sometimes students miss items on tests, not because they don't understand the English, but because they don't understand how to mark the item. Showing them sample items in class will also arouse their attention, reminding them that they will soon have a test.

3. Step 6 concentrates on the use of examinations as learning devices. Students should be given chances to see where they were successful and unsuccessful in the examination. Students are unlikely to make the same mistakes twice if they have seen where they have made them once.

4. Several times a month the teacher finishes the lesson and finds there are a few minutes left before the bell rings. This is an excellent time to implement the steps in Process # (See Note #9 in Unit II.)

5. While it is true that the students will occasionally have to take tests over which the teacher has no control, i.e., tests from the board of education, Process #8 is still valid as necessary evaluation procedures for the learning activities conducted for a given month.

6. If we believe that testing is a tool for evaluation rather than discouragement, we must agree that this Process will enhance learning, rather than make tests too "easy" and "non-discriminating."

UNIT IX

WRITING & HOMEWORK

RATIONALE

Processes in previous Units contain some exercises for giving the students practice writing English. Beyond these exercises, the teacher should have time (Note #9, Unit II) to give students additional writing practice in class or at home. This Unit contains exercises that can be used for in-class writing practice and/or homework assignments. They should take no more than 10-20 minutes of time in class or at home. These exercises are useful for:

a. reinforcing vocabulary and patterns
b. giving the students learning activities outside class
c. helping students prepare for examinations (See Process #8, Unit VIII.)
d. evaluating the students' progress
e. reviewing vocabulary and patterns

Copying sections of Middle School English is useful for penmanship practice. Copying, however, requires little thinking by the students, and thus, is of limited value. The exercises in this Unit attempt to make most effective use of the students' time by having them thoughtfully use and manipulate English.

UNIT IX

WRITING & HOMEWORK

IN-CLASS AND HOMEWORK EXERCISES			
Skill	Exercise	Example	Section of Middle School English
Grammar Reading	1) "Scrambled Sentences": Teacher gives students sentences they have studied but the words are mixed-up. Students write sentence correctly.	eating lunch I am	Pattern Practice U/R
Grammar Reading	2) "Match Parts of Sentences." Students match the halves of sentences to make a complete sentence.	1) I a) am a 2) He Korean. 3) They b) are old. c) is young.	PP U/R
Reading	3) "Fill-in Paragraph" Teacher writes a paragraph from reading on the board, leaving blanks instead of words. Students choose correct word from alternatives.	This is ___. ___ is an English teacher. She is ___ and ___. 1) young 2) she 3) pretty 4) Mary	Reading PP

UNIT IX

WRITING & HOMEWORK

IN-CLASS AND HOMEWORK EXERCISES (cont'd)			
Skill	Exercise	Example	Section of Middle School English
Grammar	4) "Transformation" Teacher gives a sentence and asks students to transform it into another sentence (negative to positive, 1st person to 3rd person, singular to plural, etc.). Students write new sentence.	I went to Seoul. I didn't go to Seoul.	Reading PP, U/R Dialogue
	5) "Verb tense and Sentence Agreement" Teacher writes a sentence on the board and leaves a blank where the verb is. Students must fill-in correct tense of verb given.	(to have) The boys _____ fun yesterday.	PP U/R
Writing Reading	6) "Question Answering" Teacher writes questions on the board and students write the answers.	Where is Beweon?	Dialogue Reading Review
Writing or Speaking	7) "Question Making" Have students write questions about a picture the teacher shows or about a topic given by the teacher. Students then write answers or give them orally.	Where are they? What are they doing?	Dialogue Reading
Writing Grammar	8) "Combining Sentences" The teacher writes many short sentences on the board and students make longer ones using: and, or, because, unless.	I am not rich. I am happy. →I am not rich but I am happy.	PP
Reading Writing	9) "Translation" Write a sentence in Korean on the board. Students write same sentence in English. Reverse.	I am going to Seoul. 나는 부안에 간다.	PP, U/R Reading Dialogue

UNIT IX

WRITING & HOMEWORK

IN-CLASS EXERCISES Some further exercises that can only be done in class.			
Skill	Exercise	Example	Section
Listening Writing	1) "Dictation" Teacher writes sentences with blanks on the board. Students copy in their notebooks. Teacher then reads full sentences and students fill in the blanks.	I ___ my ___. Teacher: "I visited my friend." Students write.	PP, U/R Reading Dialogue
Listening Reading	2) "Matching" Teacher has written on the board many sentences which are possbile responses to utterances. Teachers reads a number of utterances and students write letter of correct response.	Blackboard: a) I'm fine. b) Thank you. c) Sure. d) Yes. e) No. Teacher says: "Are you a student?"	U/R Dialogue PP
Reading Grammar	3) "Check for Errors" Teacher writes a paragraph on the board which has many mistakes. Students find mistakes and correct.	I am a boys. I didn't playing soccer. How do you like gaming?	Reading Dialogue
Writing Reading	4) Fill-In Dictation/ Translation Teacher writes sentences with blanks in them on the board. Students must write missing word on papers as teacher says sentence in Korean.	Board: They ___ to Seoul. Teacher: They go to Seoul. 그들은 서울에 간다.	PP Reading Dialogue

UNIT IX

WRITING & HOMEWORK

SUGGESTED ACTIVITIES SUMMARY

During the following activities the teachers will:

a. read the Rationale in Unit IX in the Teacher's Manual
b. list the five purposes of writing and homework exercises
c. read the exercises in Unit IX
d. write exercises like those in Unit IX
e. write exercises for English for Teachers.

For the following activities the PCV will need to:

a. read the Suggested Activities carefully and consider how he will ask certain questions to the teachers
b. prepare copies of Middle School English for the teachers (Activity #6)
c. help teachers write their own writing exercises
d. make opportunities during the study of English for Teachers for teachers to write exercises.

SUGGESTED ACTIVITIES

1. PCV asks teachers to read the Rationale in Unit IX in the Teacher's Manual. PCV then asks, "What Processes that we studied have writing exercises in them?" PCV writes the teachers' responses on the board. PCV then asks, "When can the students practice writing?" If teachers do not say, "In class" and "At home," PCV asks them to re-read the Rationale.

UNIT IX

WRITING & HOMEWORK

SUGGESTED ACTIVITIES (continued)

2. PCV has teachers check Note #9 in Unit II. PCV then asks, "Is there sometimes time for writing and homework exercises?" Teachers should say "Yes" based on what they read in the Note.

3. PCV asks teachers, "Is copying good or bad?" "Why is it good?" "Why is it bad?" If teachers have trouble answering these questions, PCV refers them again to the Rationale in Unit IX. PCV may further make the point by writing the following statements on the board and asking the teachers to tell whether they are true or false:

   a. Copying helps the students make the letters of the alphabet.
   b. Copying makes the students think hard.

4. Based on what the teachers read in the Rationale, PCV asks "How can writing and homework exercises help the students?" PCV lists the teachers' responses on the board, trying to elicit all five points listed in the Rationale. PCV may want to refer to Notes in Unit IX to help justify the use of writing & homework exercises.

5. PCV has teachers look at the writing and homework exercises in Unit IX in the Teacher's Manual. PCV should not give undue time to this Activity since teachers will be working with these exercises in detail in later Activities. PCV should try to point out that some of the exercises are for in-class and homework, and others are only for in-class assignments.

6. PCV asks teachers to open their copies of Middle School English to the pattern practice section. Then PCV has teachers turn to the In-Class and Homework Exercises in Unit IX, #2--"Matching Parts of Sentences." PCV tells teachers to write similar exercises (five sentences to be matched), based on the sentences in the pattern practice section in their copies of Middle School English.

7. After teachers have written their exercises, PCV has teachers exchange papers and try to match the sentences. PCV moves from teacher to teacher, noting the quality of the exercises. If teachers have problems, PCV clarifies and offers examples.

UNIT IX

WRITING & HOMEWORK

SUGGESTED ACTIVITIES (continued)

8. PCV assigns exercises from Unit IX to teachers (one exercise to a teacher) and asks them to write similar exercises based on one of the sections of Middle School English. (The appropriate section is listed to the right of the exercise.) For example, teacher A writes five "Fill-in Dictation/Translation" exercises (#4, In-Class Exercises), based on the dialogue section in his copy of Middle School English.

9. PCV has teachers exchange exercises and try them as in Activity #7. After exercises are checked, PCV asks each teacher what skills his exercise developed. (The skills are listed to the left of the exercises in Unit IX.)

10. In future classes where English for Teachers is used, PCV has teachers write in-class and homework exercises appropriate for readings, exchanges, dialogues, etc.

NOTES

1. Before class the teacher should note what section in Middle School English he is working with, and find the appropriate exercise for it in Unit IX. Since classes tend to be on or near the same lesson and section, this short preparation will suffice for a day or more of teaching. The teacher can save the exercises he has prepared for future test questions.

2. These exercises need not be used everyday. They can be used only when the teacher feels the students need review, extra practice, evaluation, variety, etc.

3. These exercises take but a few minutes to write on the blackboard. If they are used for homework, the teacher can use a few minutes after the bell rings and have the students copy them during the break.

4. The teacher should always try to check some of the students' homework the next day. Sometimes the teacher can save time by asking one or two exceptionally able students to help him.

5. The teacher should try to make the directions for the exercises as clear as possible. One example is most helpful in clarifying what is expected of the students.

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